Applicant's Guide for Missouri's

Safe Schools
Educational Program Grant

Program Guidelines
Application Guidelines and Forms
Procedures for Project Management
Report Requirements and Forms

SAFE SCHOOLS INITIATIVE
EDUCATIONAL PROGRAM GRANTS

Department of Elementary and Secondary Education

Contact:
Deborah S. Sutton, Director
Instructional Technology
573-751-8247

Additional information may be found at http://dese.mo.gov/divimprove/safeschools/

SAFE SCHOOLS INITIATIVE
EDUCATIONAL PROGRAM GRANTS
GENERAL GUIDELINES AND APPLICATION INFORMATION

PROGRAM DESCRIPTION

Safe Schools grants are available for the purpose of establishing and implementing educational services to address the needs of students with violent, abusive and/or chronically disruptive behavior. First-year grant funds will be provided through a competitive grant process. Continuation grants are also available for projects funded under the Safe Schools grant program in the immediately preceding year(s).

Programs should demonstrate a need for Safe Schools education services and stress:

- Rigorous instruction in core academic disciplines that incorporates the Show-Me Standards;

- Activities designed to enable students to better perform in the regular classroom and to transition students back to the regular classroom when merited by their performance;

- A student-centered approach whereby activities are designed to meet the particular needs of individual students and address an area of need identified in the local school improvement plan;

- In conjunction with pull-out services, a comprehensive kindergarten through grade twelve approach to preventing problems that result in the need for Safe Schools educational services; however, districts may target the use of requested grant funds by educational level or building;

- Frequent parental involvement through parent/family counseling, parent training workshops, open houses, parent conferences, in-home visits, telephone calls, and newsletters;

- Collaboration with existing community-based service providers; and

- Collaboration with the Departments of Public Safety, Social Services, and Mental Health or other programs designed to address student needs beyond those traditionally addressed by schools.

School districts may submit a joint application and are encouraged to pursue regional consortia approaches where warranted.

TYPES OF GRANTS

First-year Grants: A district or consortium may request funds to establish a prevention/intervention educational program. First-year grant requests may not exceed $100,000 in state funds for a district application or $200,000 in state funds for a consortium application (three or more districts). The district match can be local, state or federal funds, if allowable. Districts are required to provide a 30-percent match of the project total.

Continuation Grants: Districts that received a first-year Safe Schools educational program grant in the preceding year and plan to continue the same program may apply for a **second-year continuation grant**. Second-year continuation grant requests may not exceed 50 percent of the state funds approved in the prior year (up to $50,000 per district or $100,000 per consortium) and require districts to provide a 50-percent match of the total project cost (dollar-for-dollar of state funds requested). Districts planning to SIGNIFICANTLY change Safe Schools educational programs from the first-year proposal should apply as a first-year grant. However, such applicants must explain why expansion or additional services are needed (see Section II of application). Examples of significant changes are the creation of a consortium in a formerly "one-district" project or the expansion of grade levels addressed. Expansion of the target

population must be accompanied by the appropriate modifications to the program design (i.e. transition process and parental involvement). Please note that although a program may qualify as a first-year application, NO SUPPLANTING OF PREVIOUSLY FUNDED STAFF OR SERVICES IS ALLOWED IN THE PROPOSED BUDGET, INCLUDING THE DISTRICT MATCH. For instance, if a district expands the grade levels addressed, salaries for teachers of the new grade levels may be included in the budget. However, salaries for teachers of the previously targeted grades MAY NOT be included. In addition, if the district decides to assign previously existing staff to the new grade levels addressed, this staff may not be included in the proposal UNLESS THE PREVIOUSLY EXISTING POSITIONS ARE FILLED WITH NEW HIRES. In other words, assigning a new position to a previous hire does not justify including the salary in the grant budget.

Districts that received a Safe Schools educational program grant in both the two preceding years and plan to continue the same program may apply for a **third-year continuation grant**. Third-year continuation grant requests may not exceed 50 percent of the state funds approved in the prior year, and therefore may not exceed 25 percent of the state funds approved in the original, first year grant (up to $25,000 per district or $50,000 per consortium). Districts are required to provide a 75-percent match of the total project cost. Districts planning to SIGNIFICANTLY change Safe Schools educational programs from the second-year proposal should apply as a first-year grant (see guidelines in previous paragraph).

FIRST-YEAR GRANT FOR EDUCATIONAL SERVICES - Application Requirements

Districts submitting applications for first-year, Safe Schools grants must complete the application found on pages 5-14. An original and one copy must be submitted. **Application deadline is June 15.**

I. **Cover page** that includes school district name, address, county/district code, contact person, telephone numbers, type of grant application, a list of all districts involved (if consortium) including their county/district codes, board authorized signature of the fiscal agent and date of board approval.

II. **Assessment of program need** that provides local evidence and demographic data showing a need for the program in each district(s). Districts should report the number of students served, incident rates of violence, numbers of suspensions and expulsions, truancy rates, discipline referrals and lack of community-based support personnel or facilities. In addition, districts should share information on existing efforts and programs in the school and community to address the needs of violent/abusive students as well as community services, law enforcement efforts and other environmental factors contributing to the program need. If the district previously had a Safe Schools grant or other special programs, these should be described and the need for expansion or additional services should be explained.

III. **Student identification and selection criteria** that include written policies under which students will be identified and assigned to a Safe Schools program or served in intensive prevention programs. These policies should specifically define the circumstances under which students will be selected for the program. Identification should be based on documented patterns of behavior rather than a single occurrence and stress services for students who are violent, abusive, or chronically disruptive. Targeted behaviors may include: chronic defiance of rules, verbal/physical abuse to others, throwing objects, obscene language, lying, harassment/intimidation, involvement in thefts, assaults or vandalism, use of drugs/alcohol, gang-related behavior that interrupts the educational process, inability to control anger, or lack of perception of own responsibility in conflict situations.

IV. **Summary of program design** that illustrates the plan to be used in carrying out the purposes of the program including a description of the services to be provided and the targeted audience. The program should be comprehensive, student-centered, incorporate the Show-Me Standards, and collaborate with other service providers. The program design should comply with the requirements of the Safe Schools Act and should address the long-term sustainability of the project beyond grant funding. The plan may include the following services: assessment of student needs or learning styles; basic skills instruction; coordination of academic instruction, vocational instruction and counseling

services; tutoring and mentoring; career awareness; full- or part-time attendance; individualized instruction; authentic assessment measures; conflict resolution or aggression replacement training; drug/alcohol prevention skills; staff training in issues dealing with behavior; transportation arrangements; extended-day services; mental health services; counseling services; and community resource usage. Proposals should also emphasize parental involvement in all phases of the program. The plan should describe efforts to link parental involvement to existing Practical Parenting Partnership grants, home communication efforts or locally supported efforts at parent education or family counseling. In addition, policies should address how and when students transition back to regular school classrooms and the type of ongoing support available to students/staff. Transitions may involve part-time attendance or gradual re-entry, a recovery or transition room at the sending school, weekly meetings with a student advocate/support team or placement in classrooms with specially qualified teachers.

Prevention activities should be linked to activities funded under the federal Safe and Drug-free Schools program and may be an expansion of nationally recognized programs such as DARE, STAR, Peer Mediation, Quest, TRIBE, or A Peace-Able Place. Regionally recognized programs such as Fight-free Schools or CHARACTER*plus* may also qualify as prevention activities. If you are modeling an intervention program after an existing program, please identify and give credit to its originators.

(The following paragraph applies only to previously-funded first-year grants.)
Program modifications must illustrate SIGNIFICANT changes to any previous program. Information should be comprehensive and explain which components of the previous program will be maintained and which components will be altered or expanded. As previously mentioned, a change in the grade level addressed should be accompanied by appropriate changes to the other elements of the program. This section should address which budget items are included in the grant and make clear that the district is not supplanting.

V. **Collaborative efforts** indicating the policies or procedures to assure that everyone is working together for the benefit of the students. Applications should specifically address community/business involvement or coordination with other agencies. Collaboration with the Division of Family Services, Department of Public Safety, or other programs designed to address student needs beyond those traditionally addressed by schools should be included.

VI. **Evaluation plan** that establishes and defines benchmarks to assess progress, effectiveness of the Safe Schools program and reduction in district needs. It should be measurable and include statistics such as number of students served, students returned to regular classrooms and/or graduated, reduction in incidences of violence/discipline referrals, increased attendance, higher student achievement or positive change in pro-social skills. Districts may establish goals and expectations that can be measured in terms of average daily attendance, number of referrals to administrators for defined violent, abusive or chronically disruptive behaviors, or lowered drop out rates.

VII. **Budget explanation** section that is specific, details personnel and other expenses, relates to program needs/activities, includes funds available from state grant and district match, and is cost-effective and reasonable. Budgets should not include unallowable expenses such as:
   a. resource officers;
   b. major renovations (exceeding 10% of the total project dollars);
   c. security equipment;
   d. textbooks; and
   e. food.

Details on salary (per month), itemized materials and supplies, and brand names of equipment or software will lend support to the budget request.

Note: The cost of transporting students to participate in planned activities is allowable, but the miles traveled must be reported as ineligible non-route miles on applications for state transportation aid.

VIII. **Budget grid form** that categorizes budget expenditures according to the form guides and reflects the appropriate matching requirement.

First-year, Safe Schools educational program grants are competitive. Grants will be read and scored by a panel of readers using the enclosed evaluation criteria. Recipients will be notified of selection in late July.

CONTINUATION GRANT FOR EDUCATIONAL SERVICES - Application Requirements

Districts/consortia submitting applications for Safe Schools educational services continuation grants must include the following information in the sequence listed. Please limit the narrative to two pages (excluding provided forms). An original and one copy must be submitted.

1. **Cover page** (*form provided on page 5*) including school district name, address, county/district code, contact person, telephone numbers, type of grant application (check continuation), a list of all districts involved (if consortium) along with their county-district codes, the board-authorized signature and the board approval date.

2. **Assurances and modification plan** (*form provided on page 17*) including student selection and transition criteria for students served in pull-out programs; parental and community involvement programs; and an evaluation plan that provides information on reduction in incidences of violence, increased attendance, higher achievement, and other indicators of program effectiveness. A narrative of any proposed project modifications that will be made during the upcoming year must also be included (e.g., you have decided to add a teacher's aide or determined that your student selection policy needs revision).

3. **Budget explanation** section that is specific, details personnel and other expenses, relates to program needs/activities, includes funds available from state grant and district match, and is cost-effective and reasonable. Details on salary (per month), itemized materials and supplies and brand names of equipment or software will lend support to the budget request.

4. **Budget grid form** (*form provided on page 14*) that categorizes budget expenditures according to the form guides. Second-year continuation grants require a 50 percent (dollar-for-dollar) district match and third-year continuation grants require a 75 percent district match.

GRANT DEADLINES

Continuation grant proposals must be postmarked by April 1. The grant period will be July 1 through June 30.

FUNDING PROCEDURES

The Department will negotiate grants prior to approval. Upon approval, up to 50 percent of the approved state funds may be paid to the district. The grant period is from July 1 to June 30. Unused funds must be returned to the Department; local carryover of funds is not allowable. Recipients of Safe Schools grants will receive a copy of the negotiated grant application. Procedures for project management, as well as evaluation and budget forms, are included in this application guide. A program evaluation narrative and a final expenditure report detailing the project's accomplishments and expenditures must be submitted to the Department by May 15 of the program year.

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT – INSTRUCTIONAL TECHNOLOGY PROGRAMS
P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480
SAFE SCHOOLS GRANT APPLICATION

CONTINUATION GRANT DEADLINE: APRIL 1
1ST YEAR APPLICATION DEADLINE: JUNE 15

SECTION II PROJECT INFORMATION (TO BE COMPLETED BY APPLICANT)

NAME OF SCHOOL DISTRICT	COUNTY-DISTRICT CODE

ADDRESS, CITY, STATE, ZIP CODE

CONTACT PERSON	TELEPHONE NUMBERS
	SCHOOL:
CONTACT PERSON'S EMAIL ADDRESS	SUMMER:
	FAX:

PROJECT TOTAL	STATE REQUESTED TOTAL	
$	$	☐ WILLING TO BE A SAFE SCHOOL GRANT READER NEXT YEAR

Check the item(s) that most closely describes your Safe Schools program and provide information.

PROGRAM TYPE	GRADE LEVELS SERVED	ANTICIPATED NUMBER OF STUDENTS SERVED BY GRANT
☐ <u>Prevention</u> -- primarily provides services in regular classrooms/in-school, behavioral skills, and/or teacher training in violence/disruption preventions. May support federal Safe and Drug-Free projects.	☐ K-8 ☐ 9-12 ☐ K-12 ☐ Cons.	
☐ <u>Intervention</u> -- primarily provides pull-out services (alternative or management school), academic and behavioral skills, and strives to return students to regular classrooms.	☐ K-8 ☐ 9-12 ☐ K-12 ☐ Cons.	
TOTALS		

CATEGORY (CHECK ONLY ONE)
☐ FIRST YEAR
☐ FIRST YEAR (PREVIOUSLY FUNDED)
☐ SECOND YEAR CONTINUATION
☐ THIRD OR FOURTH YEAR CONTINUATION

TYPE OF GRANT (CHECK ONLY ONE)
☐ DISTRICT - $100,000/DISTRICT
☐ CONSORTIUM - $200,000/MINIMUM OF 3 DISTRICTS

Is this project a consortium and/or does it involve partners? ☐ No ☐ Yes If yes, list school names and county/district codes below.
(Do not list fiscal agent.)

District Code	*School Name*		*District Code*	*School Name*

The school district assures the Department of Elementary and Secondary Education that:
  a. it has included this instructional improvement project as part of its local school improvement plan;
  b. it will keep such records and provide such information as may be necessary for fiscal and program auditing and for program evaluation, and will provide the Department of Elementary and Secondary Education any information it may need to carry out its responsibilities under the Safe Schools Grant;
  c. it will comply with all provisions of the Safe Schools Grant and all administrative rules of the Department of Elementary and Secondary Education applicable to the project; and
  d. it will receive and expend funds in a manner consistent with the intent of the approved application.

The governing board, through its authorized representative, fully understands the Assurances and the responsibility for compliance placed upon local education agencies (LEAs) by the Assurances. The LEA will refund directly to the Department of Elementary and Secondary Education, or, hereby authorizes the Department to withhold from the LEA's payments under the state foundation program or other state-funded programs, the amount of any funds made available to the LEA which may be determined by the Department or an auditor representing the Department to have been misspent or otherwise misapplied.

DATE	SIGNATURE OF AUTHORIZED REPRESENTATIVE	TITLE OF AUTHORIZED REPRESENTATIVE	DATE OF BOARD APPROVAL

MO 500-2080 (11-02)

SUBMIT AN ORIGINAL AND ONE COPY

Provide local evidence and demographic data showing a need for the program. If the district has had a Safe Schools grant or already provides services to address needs, these should be explained.

For each of the following, fill in the number of incidents within the school/grade level to be served:

SCHOOL DATA	Year before last	Last year	Current year	Average
Targeted grade levels				
Suspensions < 10 days				
Suspensions > 10 days				
Expulsions				
Fights				
Truancies/tardies				
Substance use/abuse				
Juvenile referrals				
Vandalism/graffiti				
Parental abuse/neglect				
Bullying				
Weapons at school				
Other:				

COMMUNITY DATA	Year before last	Last year	Current year	Average
Juvenile arrests				
Gang presence (Y/N)*				
Available mental health services (Y/N)*				
Adequate police (Y/N)*				
Other:				
Other:				

*Elaborate on answers by providing details about local situation:

Check the appropriate boxes or fill in appropriate data (number of staff trained, number of officers in school, grades served, etc.):

PREVENTION METHODS	Year before last	Last year	Current year	Average
Staff trained on classroom/behavior management				
Crisis plan established and reviewed				
Police or resource officer(s) in school				
Social worker on staff				
GED services in district				
K-3 class size reduced				
Conflict resolution or peer mediation				
Anger management				
Character education				
Community partnership(s) with:				
Alternative school				
Facility safety audit & inspection				
DARE				
Other:				

Please provide a narrative of other information (school and community) that may be helpful in establishing your need(s). If your district already has an alternative program, explain why expansion or additional services are needed.

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For intervention programs, students must be identified based on a history of documented violent, abusive or chronically disruptive behaviors. In prevention programs, general populations may be served; however, behaviors exhibited by a large number of students should be identified. Identification of students for specialized prevention services is required.

The district has clearly written policies and procedures for identifying and serving students who are violent, abusive or chronically disruptive. Yes_____ No_____ The school board last reviewed the policy/procedure on: _____.

Student behaviors are identified or "rated" to determine priority of services (example follows) to ensure that violent/chronically disruptive students are primarily served. _____Yes _____No

This is one model of how a student might be "rated" as a candidate for alternative services. If your district uses or plans to use a different identification model, please include an example or description.

Behavior	Not a problem	Moderate	Serious	Very serious
Assaults or vandalism				
Use of alcohol or drugs				
Significant law or juvenile involvement				
Harassment or bullying of others				
Suspension or expulsion				
Anger outbursts				
Poor grades				
Reading ability				
Weapons/Guns in school				
Failure to follow school rules				
Other:				

An advisory committee/panel approves each service/placement. _____ Yes _____No
The committee includes ___teachers ___counselors ___administrators ___parents ___others:
(list)_____
_____
_____

Parents serve on an advisory board that reviews the discipline code/handbook and other Safe School issues. ____Yes ___ No

Provide additional information that illustrates how students are selected for services:

The program should comply with the requirements of the Safe Schools Act and be comprehensive, student-centered and incorporate the Show-Me Standards.

The following services are currently provided or will be provided by the grant: (Check all that apply. Whenever possible, provide specific information describing the services, such as grade level(s) addressed and whether or not services are limited to participants in a pull-out program.)

Services	Available to identified students or staff in proposed grant	Currently available to all students or staff
Staff training on classroom management		
Conflict resolution or peer mediation		
Counseling with licensed psychologist or doctor		
Recovery or time-out room including anger management		
In-school suspension		
Alternative school (full or half day? – describe)		
Credit recovery program		
Support for student transition back to regular classroom		
Mentoring		
Community service		
Career exploration or job shadowing		
Character education		
Home visitation		
Social worker		
Other:		

Placement in an alternative setting is for _____(minimum length of time) and is reviewed _____(at what intervals) for return to the regular classroom.

Placement in alternative transition services is required for students returning from a long-term suspension or expulsion. _____Yes _____No

Parental consent is *required* for placement in an alternative setting. _____Yes _____No

Prevention activities are linked to activities funded under the federal Safe and Drug-free Schools program. _____ Yes _____ No   If no, explain why not:

The number of certified staff in the proposed program is: _____ Teachers _____ Aides

Students will be placed full-time_____ part-time_____
other:_____

Elementary, junior- or senior-high-school students will be housed in separate areas. Yes____ No____

Provide a brief description of previous or existing efforts or services (include information on previous grants, if applicable):

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Attach up to two pages describing: proposed curriculum, schedule of classes, proposed personnel's certification, and other information detailing your program.

Check the following services that have been or will be provided in an alternative school model:

	Year before last	Last year	Current year	Planned
Reading assessment				
Assessment of learning styles				
Basic skills				
Individualized instruction				
Social skills, character education or anger mgmt.				
Full-time attendance				
Part-time attendance				
Extended day				
Vocational				
Career counseling				
Credit recovery				
Mental health services				
Drug counseling				
Community service				
Required parent workshops				
Parent counseling				
Parent resources				
Other:				
Other:				

Discuss the specific services that will be implemented or expanded to involve/serve parents (including but not limited to a minimum number of required parent/teacher meetings, parent skills workshops, home visits, counseling and social services):

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Specifically describe how the program will be continued following grant funding. Are community agencies or other grants supporting the district-match portion of the grant? How does the district intend to involve community members in supporting the program?

V. COLLABORATIVE EFFORTS

Indicate the policies or procedures to assure that everyone is working together for the benefit of the students.

Check the applicable boxes:

	Currently available	Planned for the grant
Share space/time with juvenile officers or others		
School-based social worker		
Caring Communities project		
Support from Family Services, Court Diversion Funds or other state/local agencies		
Job-shadowing opportunities		
Community speakers or role models/mentors		
Share information with juvenile justice*		
Other:		

*Information sharing might occur through methods such as regularly scheduled meetings, secure e-mail or voice mail systems.

Briefly describe past and current efforts to build community relations/support:

The plan should establish benchmarks to assess progress, effectiveness of the program and reduction in district needs. It must be measurable and may include such statistics as students served, students returned to regular classrooms and/or graduating, reduction in overall violence/discipline referrals, reduction in weapons found on students, higher student achievement or positive changes in pro-social behaviors.

Please write a minimum of three benchmarks or objectives that you expect to reach in the first year of the program and methods to evaluate them (include a timeline for completion). These objectives should be measurable and indicate a change from beginning to end of school year.

The budget explanation provides a detailed accounting of the needed items and services for the proposed instructional project and targeted population (both state and district funds). Salaries of currently employed personnel may not be supplanted with grant funds. The explanation should follow the arrangement of the following budget grid – salaries, benefits, travel, rental, consultant fees, support services, transportation, materials and supplies, and equipment. [This page should be generated on a word processor and included with your application.]

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT – INSTRUCTIONAL TECHNOLOGY PROGRAMS
P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480
SAFE SCHOOLS PROPOSED BUDGET

PROJECT NUMBER (FOR DEPARTMENT USE ONLY)

A. PROJECT INFORMATION (SHOULD MATCH SECTION II OF APPLICATION)

SCHOOL DISTRICT

CONTACT PERSON AND TELEPHONE NUMBER

ADDRESS, CITY, STATE, ZIP CODE

GRANT CATEGORY (CHECK ONE)

☐ $100,000/DISTRICT
☐ $200,000/MINIMUM OF 3 DISTRICTS

DISTRICT MATCH CATEGORY (CHECK ONE)

☐ DISTRICT 30% - FIRST YEAR
☐ DISTRICT 30% - FIRST YEAR (PREVIOUSLY FUNDED)
☐ DISTRICT 50% - SECOND YEAR CONTINUATION
☐ DISTRICT 75% - THIRD OR FOURTH YEAR
   CONTINUATION

B. PROJECT FINANCIAL DATA

	STATE REQUEST	DISTRICT MATCH
A. SALARY		
PERSONNEL (NEW HIRES)	$	$
SUBSTITUTES, STIPENDS (STAFF TRAINING)	$	$
B. BENEFITS	$	$
C. PURCHASED SERVICES		
TRAVEL (IN-STATE)	$	$
RENTAL, LEASING, MINOR RENOVATION	$	$
CONSULTANT FEES AND EXPENSES	$	$
SUPPORT/PROFESSIONAL SERVICES	$	$
TRANSPORTATION	$	$
OTHER	$	$
D. MATERIALS AND SUPPLIES	$	$
E. EQUIPMENT	$	$
TOTALS OF ABOVE	$	$
PROJECT TOTAL	$	

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**EVALUATION CRITERIA
FIRST-YEAR SAFE SCHOOLS
EDUCATIONAL SERVICES GRANT**

Reader Code: _____

Assessment of Program Need

1. The program needs (addressing violent, abusive or chronically disruptive students) are well documented with current local, school-and community-related data.   (15 pts.)____

Comments: _____
_____
_____

Student Selection Criteria

2. The planned method for identifying and selecting students is a consistent and comprehensive means for serving violent, abusive or chronically disruptive students in the program.   (5 pts.)____

Comments: _____
_____
_____

Summary of Program Design

3. The program design is a well-planned, viable project that builds onto or expands existing services.   (10 pts.)____

4. The program design is a comprehensive and appropriate way to address the established student/parent/school/community needs.   (5 pts.)____

Comments: _____
_____
_____

Collaborative Efforts

5. The program has a comprehensive plan for community involvement and coordination with other programs designed to address student needs.   (5 pts.)____

Comments: _____
_____
_____

Evaluation Plan

6. The evaluation plan uses appropriate assessment measures that will provide objective data about the success of the project. (5 pts.) _____

7. The evaluation plan describes objectives that measure anticipated changes in student behavior. (5 pts.) _____

Comments: _____
_____
_____

Budget Explanation

8. The budgeted items, salaries or services directly relate to the needs, proposed project and target population. (5 pts.) _____

9. The proposed project is based on a desire for instructional improvement rather than an "opportunistic" approach to securing materials, equipment or personnel. (5 pts.) _____

Comments: _____
_____
_____

Overall Plan

10. The proposed project is likely to result in educational improvement in the classroom, school or district. (5 pts.) _____

11. The proposed project is likely to change student behaviors so students can function in the regular classroom or graduate from an alternative school. (5 pts.) _____

12. The proposed project is cost-effective, reasonable and based on needed educational services for the targeted population. (5 pts.) _____

Comments: _____
_____
_____

FRONT_____ + BACK_____ = TOTAL_____ (75 possible)

A. PLEASE CHECK AND FILL IN BLANKS OF ALL APPROPRIATE STATEMENTS.

☐ We anticipate serving _____ students from grades _____ to _____ in our Safe Schools educational program.
                                        (number)

☐ We have written policies for student selection/placement in and transition out of our pull-out program.

☐ Parent and community involvement are provided through (list methods): _____

_____

_____

☐ Our evaluation plan provides information on (indicate Y = yes or N = No):

_____ Number of students participating in program;

_____ Number of students returning to regular classroom or graduating/receiving a GED;

_____ Reduction in incidences of violence and discipline referrals (based on discipline records of prior and current year);

_____ Positive changes in academic and pro-social skills (based on standardized test results, grades, mastery of social skills or anecdotal evidence);

_____ Increased attendance (based on attendance records for year prior to entering program and participation during program.

_____ Cost of the program for each student per semester; and

_____ Survey responses of (sample) students, parents and teachers (at management and sending schools) to determine if Safe Schools programs are:

- Appropriately identifying and serving violent/abusive/chronically disruptive students;

- Changing behaviors (both academically and socially); and

- Producing a more positive, safe environment for all students.

B. PROVIDE A NARRATIVE OF ANY PROPOSED MODIFICATIONS TO YOUR SAFE SCHOOLS EDUCATIONAL SERVICES PROGRAM TO BE IMPLEMENTED THIS YEAR (FOR EXAMPLE, YOU HAVE ADDED PERSONNEL OR NEED TO REVISE A POLICY OR SERVICE).

MO 500-2080 (11-02)

SAFE SCHOOLS GRANTS

GUIDE FOR OPERATION
REPORTING FORMS

The purpose of this guide is to provide assistance to school personnel in managing and operating the Safe Schools educational services grant. If you have questions about the project or about your specific grant, please contact the Department of Elementary and Secondary Education, Special State Instructional Programs staff at 573/751-9094.

DEADLINES:

MARCH 31 ***** OBLIGATION OF FUNDS FOR MATERIALS, SUPPLIES AND EQUIPMENT

All purchase orders must be placed by March 31. Expenditures for items ordered after March 31 will not be allowed.

MAY 1 ***** OBLIGATION OF FUNDS FOR SALARIES, BENEFITS, SERVICES AND TRAVEL
* PAYMENT OF OBLIGATIONS

Funds for services and travel, either by district personnel or through contracts, and funds for salaries and benefits are considered obligated when the services are performed or the travel is made. The obligation deadline is May 1. **All payments for materials, supplies, equipment, salaries, benefits, services and travel are to be made by May 1.**

MAY 15 * FINAL EXPENDITURE REPORT
* ANNUAL PROGRAM EVALUATION REPORT

The final expenditure report is due when all obligations have been paid but not later than May 15. The program evaluation report is due when all activities have been completed and evaluated but not later than May 15.

GENERAL INFORMATION

Beginning Time for Project Activities:

Implementation of project activities and obligation of funds may begin after a tentatively approved project has gone through the final negotiation and/or approval process, or if the district has received written approval for the limited expenditure of funds. **Funded activities, orders for equipment or materials, and contracts for staff and services must occur after the authorized beginning date.**

Project Amendments:

Needed changes in the approved project may be requested on the enclosed amendment form (see page 22). Any changes in the grant must be consistent with the original intent of the project as it was reviewed by Department staff. Requested amendments, if approved, become part of the officially approved project. Transfers of monies that cause a state expense object to increase or decrease by less than 10 percent of the line item value do not require approval by the Department (line items that have no funds allocated cannot be increased without an amendment). No "after-the-fact" amendments will be approved. Contact the Special State Instructional Programs staff if there are any questions about amending a project.

Project Monitoring:

During the year, Department staff members will visit some of the projects in conjunction with the Missouri School Improvement Program reviews. Visits also may occur as time permits or when problems are encountered in the operation of a project.

Reports:

TIME AND EFFORT REPORTS

Time and effort reports must be maintained locally for personnel receiving extra salaries or stipends. These reports, which are not required to be submitted, should be available to the Department upon request. For personnel attending workshops, the reports should reflect the date, the names of people attending, and the hours of the workshop. For additional salaries and stipends, the report should reflect the date, length of time and actual hours worked. This report should be signed by the person performing the extra duties. Both reports must be signed and approved by an authorized representative of the district. NOTE: Performance of service for additional salary or stipends must occur before or after the contracted hours for the school district. For teachers, this service will begin after all teachers are released for the day/school year, before the time teachers are required to begin the day/school year, or during scheduled vacations.

FINAL EXPENDITURE REPORT

This report is due by May 15 and must include fiscal information about the state expenditures and local matching expenditures. **Expenditures that are not in accordance with the original approved budget or any approved amended budget are not allowed.** The state expenditures must be delineated by expense object and related to the approved budget or most recently approved amended budget. A school district may transfer up to 10 percent of the state funds in a given approved expense object to another object without approval by the Department as long as neither object is increased or decreased by more than 10 percent. However, the total state budget may not exceed the approved grant amount. Necessary changes in excess of the 10 percent limit will require an amendment to the project and prior Department approval before obligation of funds. District match expenditures should also be delineated by expense object.

ANNUAL PROGRAM EVALUATION REPORT

This report contains information about the project's degree of success in meeting its goal and objectives as well as general information about the implementation of the project. Accurate information is required in order for the Department to plan future initiatives.

CORE DATA REPORTS

Teachers, paraprofessionals, counselors or other personnel funded through the Safe Schools educational services grant should be reported using program code 11 on the Core Data reporting system.

FINANCIAL MANAGEMENT INFORMATION

General Information:

- All receipts should be coded 5358.

- Expenditures should be coded as would any other local or state funds expended for the same purpose.

- All purchase orders and other financial documents used at the local level pertaining to a given project should be identified with the number specific to that project.

- Salaries are to be determined at local district rate(s) for individuals in similar positions.

- Substitution for "like" items in equipment and materials may be made without Department approval as long as the cost is similar and they are to be used for the same purposes.

- Payment for travel is to be at a rate consistent with local district rates.

Note: The cost of transporting students to participate in planned activities is allowable, but the miles traveled must be reported as ineligible non-route miles on applications for state transportation aid.

Audits:

The regular school auditor is to provide a schedule of expenditures for the school district under the Safe Schools grants. Expenditures for all projects in a district may be combined for the audit schedule. Expenditures are to be shown by the expense objects of: salaries, employee benefits, purchased services, materials and supplies, and equipment. The audit schedule will be checked to see if it agrees with the approved budget and final expenditure report.

Carryover Funds:

Districts will not be allowed to carry over any approved funds not expended during the fiscal year. If payments from the state to the district exceed the total approved expenditures, a refund must be made to the Department.

Required Refund:

If the Department, based on its own findings or those of an independent auditor, determines that an applicant has misspent, misapplied, or otherwise used funds under this program in violation of any applicable regulation or statutory provision, the applicant will be required to refund to the Department the amount determined to have been improperly expended. If the district does not refund the money within a reasonable time after requested to do so, the Department will withhold payments due to the district under this program and may adjust payments due to the applicant under other programs administered by the Department.

Documentation of Expenditures:

Documentation of all state or local matching expenditures must be on file and available to Department personnel or auditors. Necessary documentation may include:

- time and effort reports showing the dates and hours worked for all personnel receiving additional salaries or stipends for work outside contracted time;

- dates or hours of services of contracted personnel;

- purchase orders, invoices, and check numbers for all purchases of equipment and materials;

- district expense forms for documentation of travel; and

- lease or rental agreements for lease or rental of equipment.

Matching Requirements:

First-year applicants must match 30 percent of the project total with other state, local, or federal funds (.3 x project total). Districts receiving **second-year continuation grants** must match 50 percent of the project total (dollar-for-dollar of state funds requested) and districts receiving **third-year continuation grants** must match 75 percent of the project total (.75 x project total).

Payment Procedures:

Up to fifty percent (one half) of the approved state request may be advanced upon project approval and remaining funds will be reimbursed after the final expenditure report is received and approved but not prior to May. Unused funds must be returned to the Department.

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT – SPECIAL STATE INSTRUCTIONAL PROGRAMS
P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480
SAFE SCHOOLS REQUEST FOR AMENDMENT

FOR DEPARTMENT USE ONLY

DATE OF APPROVAL	APPROVED BY

PROJECT INFORMATION

DATE	DISTRICT NAME	COUNTY-DISTRICT CODE

CONTACT PERSON	TELEPHONE NUMBER	FAX NUMBER

REQUESTED BUDGET CHANGES

Budget amendments are necessary when the allowed 10% variance between expense objects in the state request column is exceeded. NOTE: The total state request may not be increased.

	STATE REQUEST	DISTRICT MATCH
A. SALARIES		
PERSONNEL (NEW HIRES)	$	$
SUBSTITUTES, STIPENDS (STAFF TRAINING)	$	$
B. BENEFITS	$	$
C. PURCHASED SERVICES		
TRAVEL (IN-STATE)	$	$
RENTAL, LEASING, MINOR RENOVATION	$	$
CONSULTANT FEES AND EXPENSES	$	$
SUPPORT/PROFESSIONAL SERVICES	$	$
TRANSPORTATION	$	$
OTHER	$	$
D. MATERIALS AND SUPPLIES	$	$
E. EQUIPMENT	$	$
TOTALS OF ABOVE	$	$
PROJECT TOTAL	$	

Briefly describe the proposed budget changes.

MO 500-2080 (11-02)

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT – FEDERAL FINANCIAL MANAGEMENT
P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480
SAFE SCHOOLS FINAL EXPENDITURE REPORT
DUE NO LATER THAN MAY 15

A. PROJECT INFORMATION

DISTRICT NAME AND ADDRESS	COUNTY-DISTRICT CODE
CONTACT PERSON AND TELEPHONE NUMBER	DISTRICT MATCH CATEGORY ❑ DISTRICT 30% - FIRST YEAR ❑ DISTRICT 30% - FIRST YEAR (PREVIOUSLY FUNDED) ❑ DISTRICT 50% - SECOND YEAR CONTINUATION ❑ DISTRICT 75% - THIRD OR FOURTH YEAR CONTINUATION

B. PROJECT EXPENDITURES

	STATE REQUEST	DISTRICT MATCH
A. SALARIES		
PERSONNEL (NEW HIRES)	$	$
SUBSTITUTES, STIPENDS (STAFF TRAINING)	$	$
B. BENEFITS	$	$
C. PURCHASED SERVICES		
TRAVEL (IN-STATE)	$	$
RENTAL, LEASING, MINOR RENOVATION	$	$
CONSULTANT FEES AND EXPENSES	$	$
SUPPORT/PROFESSIONAL SERVICES	$	$
TRANSPORTATION	$	$
OTHER	$	$
D. MATERIALS AND SUPPLIES	$	$
E. EQUIPMENT	$	$
TOTALS OF ABOVE	$	$
PROJECT TOTAL	$	

C. REQUEST FOR FINAL PAYMENT

TOTAL STATE FUNDS EXPENDED	$
AMOUNT RECEIVED TO DATE	$
AMOUNT DUE DISTRICT	$
AMOUNT OF OVERPAYMENT (TO BE REFUNDED TO THE DEPARTMENT)	$

D. SIGNATURE

OFFICIAL DEPARTMENT APPROVAL SIGNATURE	DATE APPROVED

MO 500-2080 (11-02)

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT – SPECIAL STATE INSTRUCTIONAL PROGRAMS
P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102
SAFE SCHOOLS ANNUAL PROGRAM EVALUATION NARRATIVE
DUE NO LATER THAN MAY 15

PROJECT INFORMATION

DISTRICT NAME	COUNTY – DISTRICT CODE

CONTACT PERSON AND TELEPHONE NUMBER

SUMMARY OF PROGRAM DESIGN

Check the item(s) that most closely describes your Safe Schools program and provide information.

PROGRAM TYPE	GRADE LEVELS SERVED	NUMBER OF STUDENTS SERVED
☐ <u>Prevention</u> – primarily provides services in regular classrooms/in-school, behavioral skills, and/or teacher training in violence/disruption preventions.	☐ K-8 ☐ 9-12 ☐ K-12 ☐ Cons.	
☐ <u>Intervention</u> – primarily provides pull-out services (alternative or management school), academic and behavioral skills, and strives to return students to regular classrooms.	☐ K-8 ☐ 9-12 ☐ K-12 ☐ Cons.	
TOTALS		

PARTICIPATING STUDENTS' BENEFITS

COMPARATIVE DATA

*Number of students served should be an unduplicated count.

STUDENT DATA TYPE	PRIOR YEAR DATA – 20____			CURRENT YEAR DATA – 20____		
	Total Student Population*	Students in Prevention Programs only	Students in Intervention Programs only	Total Student Population*	Students in Prevention Programs only	Students in Intervention Programs only
Attendance Rate %						
Number of Violence & Discipline Referrals						
Number of In-School Suspensions						
Number of Out-of-School Suspensions						
Enrollment						

If intervention program (pull-out), you may use comparable total student population (i.e., if serving grades 9-12, compare only to regular 9-12 students instead of entire K-12 population).

FOR PARTICIPATING STUDENTS IN INTERVENTION PROGRAMS (ALTERNATIVE CLASSROOM OR SCHOOL PULL-OUT PROGRAMS).
1. How many students were removed from the regular classroom and placed in an alternative setting for more than two weeks?_____ Of those students, how many did NOT return to the regular classroom?_____
2. Number of students/seniors who: entered a GED program_____ graduated_____ dropped out_____
3. Total cost of program per year = $_____ (includes state and local funding)

FOR PARTICIPATING STUDENTS IN PREVENTION PROGRAMS (NOT LONG-TERM PULL-0UT PROGRAMS)
1. Check types of service(s) utilized:
   Assemblies/group training_____ Small group counseling_____ Individual counseling_____
   Teacher training_____ Time-out areas_____ Other (explain)_____
2. Total cost of program per student = $_____per contact hour.
   Example: Total cost of program divided by estimated contact hours (20 students x 2 hours/day x 175 days = 7,000 contact hours, that is: $80,000 program cost ÷ 7,000 = $11.43 per hour)

COMMENTS:

MO 500-2080 (11-02)

PROGRAM BENEFIT FOR SCHOOL/COMMUNITY

Report survey results of sample students, parents and teachers (at management and sending schools) on the following (SAMPLE SURVEY ENCLOSED):

1. violent, abusive and chronically disruptive students are effectively served in the Safe Schools program (question asking whether students are getting a good education);
2. the program improves student behavior and achievement so students can function in the regular classroom (question asking if students served are doing better);
3. parents are included in program decisions and are involved in program implementation (question asking if parents are involved); and
4. the program produces a more positive and safe environment for all students (question asking if school is safer).

	QUESTION 1		QUESTION 2		QUESTION 3		QUESTION 4	
	RESPONSES	AVERAGES	RESPONSES	AVERAGES	RESPONSES	AVERAGES	RESPONSES	AVERAGES
STUDENTS IN PROGRAM								
OTHER STUDENTS								
TEACHERS								
PARENTS								

DISCIPLINE (Check the following.)

	YES	NO
If you have an alternative school/program, does it have a different discipline code/policy than the regular school?		
Is policy written in student handbook?		
Does placement in alternative program require parent consent?		
Do you have a social worker on staff?		

COLLABORATIVE EFFORTS (Check the following.)

	YES	NO			YES	NO
Career exploration				Parent/family counseling		
Caring Community Project/Grant				Parent training sessions		
Division of Family Services				Practical Parenting Partnerships		
In-home visits				Psychological counseling services		
Interagency council/community faith groups				Public Safety (grants)		
Juvenile authorities				Red Cross		
Local businesses				School-to-work program		
Local law enforcement				State Emergency Management Agency		
Local mental health				Telephone contact with parents		
Other: (please list)						

SPECIFIC TOPICS OFFERED (Check the following.)

	YES	NO			YES	NO
Alcohol				Marijuana		
Cocaine				Sexually transmitted diseases		
Drinking and driving				Steroids		
Gun safety				Suicide		
Inhalants				Tobacco		
Other: (please list)						

TRAINING OFFERED (Check the following.)

FOR STUDENTS	YES	NO		FOR STAFF	YES	NO
Anger/aggression management				Alternative learning styles/strategies		
Character education				Communication skills		
Conflict resolution				Discipline and behavior management		
Drug abstinence/ (general) prevention				Missouri Violence Prevention Curriculum		
Peer mediation				Personal safety		
Self-esteem				Technology		

Social skills development				Other: (please list)		
MO 500-2088 (11-03) FOR STUDENTS (CONTINUED)				FOR STAFF (CONTINUED)		
Vocational skills				Other: (please list)		
Other: (please list)						

PLEASE SHARE A SUCCESS STORY OR BEST PRACTICE THAT IS THE RESULT OF THE SAFE SCHOOLS GRANT PROGRAM. (ATTACH SEPARATE PAPER IF NECESSARY.)

SAMPLE – *SAFE SCHOOLS SURVEY* – **SAMPLE**

In order to evaluate our Safe Schools program, we ask that you complete the following questionnaire and return it to

_____(name)_____ before _____(date)_____.

Please circle the most appropriate answers.

I am a:

Parent   Teacher   Student not in program   Student in __(name of program) _____

1. Students participating in __(name of program)_____ are getting a good education.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't know |
| 5 | 4 | 3 | 2 | 1 | N/A |

2. Students served in ___(name of program)_____ are doing better (academically and behaviorally) than they were before entering the program.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't know |
| 5 | 4 | 3 | 2 | 1 | N/A |

3. Parents are involved in making decisions about their child's participation in the ___(name of program) _____.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't know |
| 5 | 4 | 3 | 2 | 1 | N/A |

4. Because of ____(name of program)____, our school/district is safer and students are learning more.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Don't know |
| 5 | 4 | 3 | 2 | 1 | N/A |

In addition to these **four required questions**, you may choose to ask more questions that relate specifically to your program or students. After you have collected the questionnaires, please record the total number of responses to each question in the spaces on the grid. Example: In question 1, ten students answered with scores of 5,5,5,4,4,3,3,3,3, and 1. The average is 3.6 for 10 total responses. Other students (not in program) answered question 1 with an average response of 2.5 for 80 students. Fifteen teachers responded with an average of 4; and 10 parents responded with an average of 4. (IF YOU USE TOTALS, you must add the raw scores and divide by the total respondents to get the total – do not average the averages!)

	Question 1		Question 2		Question 3		Question 4	
	responses	average	responses	average	responses	average	responses	average
Students in program	10	3.6						
Other students	80	2.5						
Teachers	15	4.0						
Parents	10	4.0						
Totals	115	2.9						

Practical Parenting Partnerships - A Program for Involving Parents

Practical Parenting Partnerships (PPP) was created in 1992 as a joint venture of the Department of Elementary and Secondary Education and the Danforth Foundation. Located in Jefferson City, PPP works with school districts across the state. PPP offers training, materials and follow-up support to schools seeking to increase parental involvement.

PPP offers a variety of training opportunities, including:

Implementation Training to help schools build the foundations needed for a successful parent involvement program.Cost of the two-day training is $410 for one person (includes full set of PPP materials and four meals) and $225 for each additional person (includes facilitator's guide and four meals).

In-the-Classroom Training to assist teachers in using classroom activities to involve parents. Cost of the one-day training is $75 per person (includes facilitator's guide).

Home Visit Training to prepare district personnel to bridge the gap between the home and the school. Schools wishing to initiate the home visiting program must already be an active PPP site. The one-day training costs $275 for the first person (includes facilitator's guide and materials), or $400 for two people. Additional persons cost $75 each.

In addition to these three training options, PPP publishes a monthly newsletter during the school year. The PPP resource center houses hundreds of books, videos and brochures on a variety of topics. Each March, PPP hosts the statewide Family Festival Conference where educators and parents come together to share ideas and information.

For information on any of Practical Parenting Partnerships' proven methods for involving parents, call the PPP Center at 573/761-7770 or e-mail pppctr@pppctr.org or visit their Web site at www.pppctr.org.

Project Descriptions

Brief descriptions of first-year projects funded with Safe Schools grants can be found at http://dese.mo.gov/divimprove/safeschools/. For detailed information, please contact the school district.

Safe Schools Listserv

We have started a listserv for Safe Schools grant contacts and others interested in school-safety issues in Missouri. In order to subscribe to the Safe Schools listserv, follow these directions:

- Go to the Safe Schools website at http://dese.mo.gov/divimprove/safeschools/
- Select Listserv
- Click on the link subscribe
- Enter your e-mail address
- Hit Submit (please verify that your e-mail address is correct before submitting)

◉ Subscribe

◯ Unsubscribe

Enter e-mail address:

[   ] Submit